

	GRADE LEVEL EXPECTATIONS FOR THE SEVEN ESSENTIAL UNDERSTANDINGS REGARDING MONTANA INDIANS							
Pre-K/Kindergarten	Grade One	Grade Two	Grade Three	Grade Four	Grade Five	Grade Six	Grades 7-8	Grades 9-12
Benchmark 4.1	Benchmark 4.1.2	Benchmark 4.1,2	Benchmarks 4.1-3	Benchmark 4.1	Benchmarks 8.1	Benchmark 8.1	Benchmark 8.1	Benchmark 12.1
1.Value printed material. (EU 6)	1. Identify the many cultures to which he/she is exposed, through materials/activities	1. Identify the many cultures to which he/she is exposed, through materials/activities	1. Identify and practice the steps of an inquiry process. (EU 3)	1. Identify and practice the steps of an inquiry process. (EU 3)	1.Apply the steps of an inquiry process (i.e., identify a question or problem, locate and evaluate potential resources, gather and synthesize information, create a new product, and evaluate product and process).(EU 1,2,4,5,6)	1.Apply the steps of an inquiry process (i.e., identify a question or problem, locate and evaluate potential resources, gather and synthesize information, create a new product, and evaluate product and process).(EU 1,2,4,5,6)	1.Apply the steps of an inquiry process (i.e., identify a question or problem, locate and evaluate potential resources, gather and synthesize information, create a new product, and evaluate product and process).(EU 1,2,4,5,6)	1.Analyze and adapt an inquiry process (i.e., identify a question or a problem, locate and evaluate potential resources, gather and synthesize information, create a new product, and evaluate product and process). (EU 1,3,4,5,6,7)
2. Demonstrate listening skills. (EU 3)	experienced in learning processes.(EU 1-7)	experienced in learning processes. (EU 1-7)						
3. Demonstrate awareness of print concepts. (EU 6)								
	<b>Benchmark 4.2</b>	<b>Benchmark 4.2</b>	<b>Benchmark 4.2</b>	<b>Benchmark 4.2</b>	<b>Benchmark 8.2</b>	<b>Benchmark 8.2</b>	<b>Benchmark 8.2</b>	<b>Benchmark 12.2</b>
<b>KINDERGARTEN</b>	2. Identify fact and fiction.	2. Identify fact and fiction, accuracy.	2. Evaluate information quality (e.g., accuracy, relevance, fact or fiction)	2. Evaluate information quality (e.g., accuracy, relevance, fact or fiction)	2. Assess the quality of information (e.g., primary or secondary sources, point of view and embedded values of the author).	2. Assess the quality of information (e.g., primary or secondary sources, point of view and embedded values of the author).	2. Assess the quality of information (e.g., primary or secondary sources, point of view and embedded values of the author).	2.Apply criteria to evaluate information (e.g., origin, authority, accuracy, bias, and distortion of information and ideas).
<b>Benchmark 4.1,2</b>	(EU 1, 3, 4, 5, 6)	(EU 1, 3, 4, 5, 6)	(EU 1, 3, 4, 5, 6)	(EU 1, 3, 4, 5, 6)	(EU 1, 3, 4, 5, 6)	(EU 1, 3, 4, 5, 6)	(EU 1, 3, 4, 5, 6)	(EU 1-7)
1. Identify the many cultures to which he/she is exposed, through materials/activities								
experienced in learning processes.(EU 1-7)								
	<b>Benchmark 4.3</b>	<b>Benchmark 4.3</b>	<b>Benchmark 4.3</b>	<b>Benchmark 4.3</b>	<b>Benchmark 8.3</b>	<b>Benchmark 8.3</b>	<b>Benchmark 8.3</b>	<b>Benchmark 12.3</b>
	3. Use information to support statements and practice basic group decision making strategies in real world situations (e.g., class elections, playground and classroom rules, school stores, recycling projects). (EU 1-7)	3. Use information to support statements and practice basic group decision making strategies in real world situations (e.g., class elections, playground and classroom rules, school stores, recycling projects). (EU 1-7)	3. Use information to support statements and practice basic group decision making strategies in real world situations (e.g., class elections, playground and classroom rules, school stores, recycling projects). (EU 1-7)	3. Use information to support statements and practice basic group decision making strategies in real world situations (e.g., class elections, playground and classroom rules, school stores, recycling projects). (EU 1-7)	3. Interpret and apply information to support conclusions and use group decision making strategies to solve problems in real world situations (e.g., conflict resolution, school elections, tribal elections, community projects, role playing scenarios).	3. Interpret and apply information to support conclusions and use group decision making strategies to solve problems in real world situations (e.g., conflict resolution, school elections, tribal elections, community projects, role playing scenarios).	3. Interpret and apply information to support conclusions and use group decision making strategies to solve problems in real world situations (e.g., conflict resolution, school elections, tribal elections, community projects, role playing scenarios).	3. Synthesize and apply information to formulate and support reasoned personal convictions within groups, and participate in negotiations to arrive at solutions to differences (e.g., elections, judicial proceedings Montana tribal issues, economic choices, community service projects). (EU 1-7)
					(EU 1, 3, 4, 5, 6, 7)	(EU 1, 3, 4, 5, 6, 7)	(EU 1, 3, 4, 5, 6, 7)	

